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ABSTRACT

This compilation of papers presented at the New York State Association of Foreign Language Teachers Colloquium focuses on the interrelated roles of the foreign language teacher and the language program supervisor. The following papers are included: (1) "The Foreign Language Curriculum: A Joint Venture" by Charles Blake; (2) "Updated Observation Techniques" by Eli Blume; (3) "The Advantages and Disadvantages of Intervisitation" by Sister Anne Marie Harnett; (4) "The Foreign Language Chairman--Relationships with the Total School Staff" by Helene Z. Loew; (5) "The Role of the College Chairman: What It is and What It Might Be" by Sister Charles Marie Neat; and (6) "The Teacher-Chairman Relationship: Impressions of the Situation as It Actually Exists" by Danielle Rapp. (RL)

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SUPERVISION AND THE TEACHER: THE ODD COUPLE

Papers presented at the New York State

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THE FOREIGN LANGUAGE CURRICULUM: A JOINT VENTURE

Charles Blake, New Rochelle High School

During the past decade the language profession has been engaged in a rather quixotic adventure. It has been striving simultaneously on a four-fold front to right all language wrongs. Now somewhat disillusioned, it is beginning to seek new ways to attain more realistic goals.

In New Rochelle, after a study by the State Education Department, an audiolingual program was introduced, starting at the junior high school level. At the senior high school, we frankly accepted the fact that because of their training and experience, several of our teachers were traditional in their outlook. Students who started a language there would use a traditional text. The coexistence of the audiolingual and the traditional track has proved to have more advantages than disadvantages. Each modified the other as we saw strengths and weaknesses due to different emphases and goals.

The role of the chairman has undergone little basic change. Concepts and approaches may have changed, but his task has continued to be the improvement of language teaching and language learning. He has succeeded to the extent that the staff realizes that his purpose and function are to help the team become better. Teachers need to know that they have someone on whom they can count to work <u>for</u> them as well as <u>with</u> them in a practical kind of collegiality.

A chairman should have plans for improving the program. Because we might be able to introduce Italian in one of our junior high schools, we hired a teacher who knew both Italian and Spanish and who was anxious to teach Italian. When the class was authorized, about 60 students signed up. Since we had only one period a day of teacher time, we made two groups. They met twice a week separately and once together for large-group instruction. We planned to find materials and

help teach the large-group session. The senior high school teacher was also involved in planning to coordinate it with the high school course.

Both the teacher and the chairman had a number of non-language considerations in mind as we planned to introduce Italian into this school. The school receives students from an area where there are many families of Italian background. To offer Italian would give something special to a group that felt "left out." It would give them and others an appreciation of Italian language and culture. It would contribute to the reduction of tensions--individual, family, school, community, and inter-group. The result has been good for public relations. More significantly, though, it is good educationally, and it met a community need before community pressures developed.

We had this in mind during our initial interview with the Italian teacher. We consider an interview as more than a step in selecting a good language teacher. It is a means of introducing a prospective staff member to our philosophy and of giving him a positive attitude toward the venture in which he will be engaged. We continue the follow-up of our philosophy and its concrete development and application in our discussions and write-ups of class visits. Incidentally, we sometimes involve students in staff selection. After a demonstration lesson, we invite selected students to give us their reactions.

We have written some course outlines. These were planned to help new teachers who were giving advanced courses. Although we suggested works and activities, we made it clear that the outline did not have to be followed to the letter. We also suggested that students be involved in deciding how the course should develop.

One of our Latin teachers has two classes of English as a Second Language. She has adapted a number of classical myths for reading material. We have been working with her to develop the ESL course and suggesting useable techniques from modern foreign language teaching. We often are envolved in the initial

interviews with these students when they enter the school. To facilitate their adjustment, we have suggested that a single, interested counselor in each house be responsible for the ESL students in his house.

Our counselors have a positive attitude toward language study, and we confer with them frequently. We have at times met with the combined staff of junior and senior high school counselors to inform them about our program. To keep them abreast of new trends, they have been personally invited to our next staff meeting of junior and senior high language teachers. After a social hour, a speaker will talk on "Innovations in Foreign Language Teaching."

Scheduling is frequently a problem area for a language department. We have done several things to minimize this. Before making a final assignment, we discuss program possibilities with our teachers. As much as possible, we give them the kind of program they want. This is an opportunity to discuss content, and it is a step toward developing the direction of a course. We may also discuss possible scheduling conflicts at this time. When the master program is worked out, the foreign language program is worked out first, and the number of conflicts is reduced.

This year, however, we have had to face some totally different programming problems. Innovation overtook us rather suddenly. During the second term a mini-course program was instituted. One day a week students would attend a minimum of two courses which they would select from a new list of courses. We worked with the department to accept the idea of the program and to develop a set of language course offerings. We succeeded in including some courses which were attractive to some students who had not previously studied a language. For instance, a class in Italian was made up of business students who ordinarily would not have enrolled in a language class. We suggested that each teacher have a supplementary course for those students who felt they needed extra help. Some of these became enrichment classes. One such group, in addition to its

remedial work, became interested in French cooking. They served at their teacher's home a most delicious meal which they had prepared. Supplementary classes for third-level Regents groups were also offered.

One student wanted to teach a class in Hebrew. We succeeded in getting a junior high teacher to serve as "teacher aide." We urged him to remember that he was the aide and resource person. We arranged for peer teaching of another kind. Some of our students went to the junior high school and worked as teacher aides in French and Spanish classes.

A group of students asked for a course in Classical Greek. The chairman and the two Latin teachers started reviewing their Greek and looking for suitable texts. We finally decided that none fitted our needs and that we would have to pull our materials together from a variety of sources. The students have worked through some simple quotations from famous Greek authors together with some simple passages from the Bible. Interestingly, they have now requested a course in translation in Greek literature.

There is a real demand for conversation classes. We offered these in French and Spanish. We are convinced that part of the solution to our problem lies in giving our clientele what it wants, and we work hard giving students what they want.

Several teachers attended mini-courses as students, a good experience for them as well as for their fellow students. As a result we have discontinued a long-standing ruling which prevented a teacher from auditing a language class. We now insist only that the teacher of the class be willing to have an auditor.

Another innovative program was started in our high school this fall, the "Three I's Program"--Inquiry, Involvement, and Independent Study Program. Although somewhat late in starting, this was carefully planned and developed. Students would give up the program with which they had started the year and embark on a new one which they selected from courses offered in the Three I's

Program. This program contained the features of a tutorial program, voluntary class attendance, work and study along the lines of a student's interests, and teacher-student evaluation without traditional grading. Approximately 100 students were selected from the student body with parental approval.

No provision was made for the study of foreign language. The program had its own math, science, English, social studies, and psychology teachers, but, for reasons of finance, it had no language teacher. This very worthwhile program presented us some challenges. We lost some students, but we have worked closely with directors of the program and with any student who wanted to continue his language study. Where possible, we changed a student's language class to fit his work in the Three I's. In some cases we worked out plans with our teachers by which such a student attended class when he could or did the work on his own. We required him to take tests, however, so that he could be given credit and a grade. We suggested work in the lab or resource center to make up for not hearing the language in class. In some cases, students who had dropped their language course decided they wanted to return. We arranged to have the teacher take them back without grade penalty for the time lost.

Yes, the foreign language curriculum is a joint and cooperative venture. I sometimes refer to the department as a "family" that must work together. As the chairman I see myself, with due humility, as mediator, catalyst, director, harmonizer, and leader. It is my job, when necessary, to fight for my teachers. Our high school was reorganized this year with a house-principal plan. From the outset I opposed the supervision of foreign language teachers in the area of their professional competence by people who are incompetent. In this period of economizing and reorganizing, supervision and leadership by a chairman, as we have known it, are in grave danger.

With the proposed new self-instruction approach in which the teacher is to

be a manager, a conditioner of attitudes, a motivator, and a facilitator, what will be the role of the chairman? I would see little need for change in the role as I have described it. We should not forget that languages belong to the humanities. Instead of the teacher being a manager and the chairman a kind of super-manager, I would like to think that, more humanistically, he would direct rather than manage. I like to think that this means leading along right paths to higher goals. Beyond motivation, in the same vein, I like to think that our job, at least part of the time, is inspiration. We teach a set of skills as a means to goals that make people finer people, who feel more deeply, because they have learned another language and another culture.

UPDATED OBSERVATION TECHNIQUES

Eli Blume, Forest Hills High School

Observation, one of the most sensitive areas of the teacher-supervisor relationship, offers an unusual opportunity for professional growth to both educators involved. Can the teacher perform at his best when he knows that the chairman is sitting in his classroom? He can, if he understandsthat the supervisor is there to acknowledge the teacher's ability to appeal to adolescent interests, his talent for enlisting enthusiastic student participation, his mastery of audiolingual techniques, his skill in handling a difficult situation. Can the supervisor put the teacher at ease, reassure him, convince him that his visits are meant not as a basis for criticism but rather as a point of departure for an exchange of ideas that will lead to improvement of learning? He can, if he understands the true meaning of supervision today. For supervision, to be effective, must be based on mutual respect andtrust.

Of course, the supervisor, with his wealth of educational experience, his scholarly background, his expertise in organization and administration, is well qualified as a teacher of teachers. But, in addition, the modern supervisor is aware that the teacher is a human being, an individual, sometimes with wonderful strengths that compensate for his weaknesses. How long, for example, can the chairman be annoyed with the teacher who fails to send in his records on time when that same teacher has just inspired his classes to compose original poetry in the foreign language? The supervisor knows he is there not just to administer a department, but also to build up each teacher's confidence in himself. In this democratic department, where morale is at its peak, the teachers know that their opinions are valued.

Since the supervisor's primary concern is the constant improvement of instruction, the most natural procedure for him to follow is to observe the

teachers at work. The frequency of his visits depends on a number of variables, including the experience of the teachers, their need for assistance, the present goals of the department, and the specific practices of the school and community. Some school districts have a set formula for the number of required visits, a formula that varies with the years of service of the teacher. All this the teachers understand.

Observations need not last a full period. Sometimes short visits are preferable. Such visits are often the result of a departmental conference, where a new technique to be adopted has been discussed. When Albany, for example, decides to include auditory and reading dialogues on the Regents examinations, the chairman makes a number of short visits to be sure the new procedure is clear to all teachers, and he reports his findings back to the department. When the teachers feel that there is a need for change, perhaps in the departmental syllabus of a certain level, the chairman may wish to sample a number of classes. His program of observation, like the chairman himself, is flexible.

The supervisor, using good judgment, plans his visits so that high morale is maintained. Some teachers prefer that he walk in at any time; others prefer observation by invitation. As far as possible, the supervisor honors their wishes. His planned schedule may be disrupted by exceptional circumstances. In order for him to support and defend a teacher about whom students and parents have complained, he must observe for himself the situation in the class. He may discover, too, that a temporary replacement for one of the teachers needs extra assistance. Ever eager to encourage and share in experimentation, the chairman looks forward to an invitation to a new kind of lesson by a creative teacher.

During his visits, the supervisor is inconspicuous and in no way interrupts the lesson. He is not surprised, however, if the teacher calls on him to participate. In fact, he welcomes the opportunity, fully aware that his participation puts both the teacher and students at ease. He realizes that this one lesson is merely

part of a broader spectrum. In his observation, he notes the highlights, the points he will discuss later with the teacher. What are some of the questions that serve as his guidelines in evaluating the teaching-learning situation? Here is a sampling of broad criteria that may help to guide his judgment:

> Is the material being studied vital and relevant? How does the teacher take into consideration and provide for the interests and needs--physical, emotional, intellectual, and social--of his students? Is the administration of the classroom so smooth that it is unnoticeable? What provision is made for individual differences among the students? Is the classroom a socialized one, where students communicate with one another under the guidance of the teacher? Does the teacher understand that active participation by the students is the essential element for effective learning? Do student leaders take over parts of the lesson so that they learn to work cooperatively with their fellow students, to develop initiative, leadership, and poise? Do students contribute to the lesson by formulating their own exercises and drills so that they are actively involved in the learning process? To what degree has the teacher, in his careful planning, provided for variety in techniques and application so that interest is sustained throughout the period?

The pre-observation and the post-observation conference supplement classroom visits. In the pre-observation conference, used principally to orient new teachers and others who need special help, the teacher and chairman discuss the lesson to be given. Thus, many of the teacher's problems are solved before the lesson has even begun. The post-observation conference that precedes the written report is indispensable. Here the supervisor exercises diplomacy. He will begin with praise, pointing out one of the teacher's strengths. Then he may ask the teacher whether the lesson worked out as he had planned. This gives the teacher a chance for self-evaluation, an ideal method for teacher growth. The chairman may then feel the need for further discussion. His questions are aimed at eliciting from the teacher--or he may have to suggest--concrete and practical recommendations for improving the lesson, always

stressing the most significant aspects and possibly, as in the case of the new teacher, postponing for the future any discussion of minor points. There is no sense in overwhelming the teacher with an abundance of suggestions. What is more important is the supervisor's encouraging the teacher to visit other members of the department, especially the master teachers. He also reminds the teacher that the door to the chairman's classroom is always open to welcome visitors. What finer way is there to improve teaching than intervisitation--observing what colleagues are doing under similar conditions! After the teacher has explained why he followed certain procedures, the supervisor may find reason to modify some of his thoughts about the lesson. The conference, concluded on the friendliest of notes, serves to place the lesson in its proper perspective.

Now comes the delicate task of putting into written form the essentials of what the teacher and chairman have discussed. Although in some schools such a report may be unknown, in most it serves as a written record of the visit, a reference for teachers and supervisors. It is frequently used by candidates seeking a higher license who need a report of their demonstrated ability in the classroom. The report may take several forms. In some schools, a simple statement that the teacher was visited may suffice. Elsewhere, a check list may be used which breaks down the lesson into its various aspects (e.g., definiteness of aim, effectiveness of motivation, use of appropriate techniques, teacher's skill in questioning, responsiveness of the students) along with a box for evaluating each one (excellent, good, average, poor). What a boon for the chairman! All he need do is make a few checks and perhaps a summary statement. What a cold, objective evaluation for the teacher!

The next type of report is a narrative in the third person: the teacher did this, the teacher did that; the students were this, the boards were that. Written like Caesar's Commentaries, it seeks to narrate what transpired in documentary

fashion for some unknown audience. It is often dull, distant, and distasteful. It is hardly the kind of report to send to a colleague with whom one works in daily harmony.

What form of report can accomplish our goal and still convey a personal feeling of respect and warmth? We find our answer in the personal letter. How much more feeling is expressed in a report that begins "Dear Mr. Thompson" rather than "The teacher stated the aim clearly." It is good practice to begin and end on a pleasant note. One might open the letter, for example, by saying: "It is always a pleasure to know that when I visit your classes, the foreign language will be used almost exclusively as the means of communication."

The report continues with a short description of the lesson, the outstanding features, and any recommendations. The stress is on the role the students play under the careful guidance of the teacher. It is the evaluation of the learning situation, rather than the teaching situation, that receives the major emphasis, with recommendations limited to the most significant ones. Although the teacher is made aware of the areas in which he can improve, it is preferable to have a frank "give-and-take" in the personal conference, where the teacher can take notes, rather than include in the written record any remarks that may be considered embarrassing. If the personal conference has been a successful one, the report need merely state: "You undoubtedly recall that in our conference after the lesson, we discussed a number of significant points, among which were the use of personal motivation to arouse the interest of students, the importance of inculcating good study habits, and several ways of increasing student participation. I hope that after you have had time to test the suggestions in class, we can discuss your reactions to them." The report ends with an evaluating statement, such as: "If I were to use the rating of the Guide Michelin, this lesson would merit three stars. Your students are fortunate in having a teacher who knows how to make the study of foreign language a rewarding experience for them."

At times, the teacher may wish to invite the supervisor to see not one

isolated lesson but several consecutive lessons forming a unit based on a central theme. In this more meaningful situation, the teacher and the supervisor can relate their discussion to the broader aspects of language learning.

In any case, there should be some follow-up of each lesson. Each successive observation, conference, and report should take into account the suggestions made as a result of previous observations and reflect the continuous growth of the teacher and the students.

Since the department is really a partnership of teachers all striving for similar goals, unusually successful lessons and original techniques should be publicized for the benefit of all. Here the supervisor can take the initiative. After his observations, he may suggest to the teachers observed that they present their ideas at a departmental meeting, or that they invite their colleagues to visit their classes, or that they write-up the lessons for distribution to the whole department or for publication in a foreign language periodical.

While we are discussing observation techniques, let us not lose sight of the students. The supervisor who is impressed with any aspect of student behavior, whether it be the quality of response, the obviously thorough preparation, or maturity in handling a new situation, will do well to make the students aware of it. He will praise their efforts personally or send a note of commendation to be read to the entire class. He may even wish to single out a particular student for his outstanding performance.

Have observation techniques changed drastically in recent years? Not really. Teachers and supervisors of good will have always worked side by side, with mutual respect for one another, attempting to reconcile their differences, solving their problems together, sharing their successes, and living in educational harmony.

What of the future? What will happen if the open classroom, which is creating such a stir in educational circles today, reaches us in foreign languages? Suppose the recent report of the Carnegie Foundation of New York, authored by Charles E.

Silberman, is implemented in our secondary schools. What effect will the new methodology, with its stress on the informal classroom, on independent work, and on individualized learning, have on observation techniques? Will the supervisor be able to observe the multiple activities that take place simultaneously as the teacher moves from one group to another? Perhaps the day is at hand when the chairman will be devoting more time to observing the learning process rather than the teaching procedures.

THE ADVANTAGES AND DISADVANTAGES OF INTERVISITATION

Sister Anne Marie Harnett, Marylrose Academy, Albany

A few years ago, as coordinator of foreign language instruction in the Albany Diocese Schools, I organized a number of programs, some of which involved visiting classes in some of the public schools. Others were concerned with watching and discussing demonstration classes with a view to improving or changing methods in our foreign language classes.

I would like to describe two of these experiences and share some of the feelings of those who participated. I will also make some suggestions on ways of using this experience as we move on to more flexible scheduling, individualized instruction, and innovative methods.

One of our programs was held every Saturday morning for two and a half hours for a series of 12 weeks. A French teacher from a public high school was responsible for most of the presentations; I did most of the organizational work and the teaching of the demonstration classes which occupied the first four sessions.

After an initial session dealing with general background and some theoretical material, three demonstration classes were held. I used my own French I class and taught my next lesson, i.e., the one they would be having on Monday morning. The demonstration was followed each week by a critique of the lesson and an explanation and discussion of the techniques and methods used.

I found that following a class's progress from one week to the next was of great benefit. The teachers went back to their own schools, tried out some of the techniques, and added some of their own variations. Discussion of this on the following Saturday morning was an enriching experience. We all found that it was to our advantage to follow the progress of a specific class. We could see

how individual students acquired skill in the language, and how the students and the teacher dealt with individual learning problems. We had the opportunity to encourage each other, to share materials, and to improve professionally.

What I have described represented benefits to individuals. Beyond these, there came advantages to the whole system seen in an impetus toward better language teaching. This came about because we came together every week and found motivation to improve professionally, to create more interesting and active classes, to share more materials and ideas with each other, to be less isolated. There developed in our schools a much greater interest in the foreign language program, much better public relations, greater appreciation of the value of language learning on the part of administrators, and apparently greater enjoyment of the program on the part of students.

Perhaps this would have happened if we hadn't had the demonstration classes, but I believe that the individual and the system-wide benefits were very closely related to the fact that we came together so often.

One very successful event was a language fair held on a Saturday in the spring. All schools participated, and literally thousands from both public and diocesan schools attended.

The disadvantages of this particular course, especially the observation part of it were: (1) it had to be done on Saturday mornings; (2) we could get no college or certification credit for it, although we tried to make such arrangements; and (3) the nervousness of both the teacher and the students made the atmosphere somewhat artificial. However, the advantages certainly far outweighed the disadvantages.

Another program I would like to discuss involved actual visits to public high schools. We were free to observe classes at all levels, less-able students and more-able students. On one occasion, a group of about 25 teachers from the diocesan system visited Mont Pleasant High School in Schenectady. In contrast to

the observation classes where the pupils were not in their own classroom and were somewhat nervous, here the students were in their usual surroundings and did not seem nervous. We observed teachers who are widely recognized for their experience and success. Of course we got ideas for all sorts of techniques, exercises, and materials. I know that I developed many reading and vocabulary exercises based on those I saw used. But the greatest, and perhaps most lasting, benefit of this program was the interaction of the parochial and the public school teachers. We broadened our horizons, deepened our understanding, and came to the realization that there were many ways in which we could help each other. Many lasting friendships and professional associations developed.

I think that this third dimension--the inter-personal relationship and broadened professional contact--is the biggest advantage of intervisitation. The new ideas and improved techniques are important, but the greatest service to the profession is in this area of better human and public relations.

I would suggest that before team teaching is initiated in a school, we ought to visit each other's classes in order to understand the other's methods better, not only of presenting material but also of dealing with students. Then, when we actually engage in team teaching, we will be less likely to negate what other people have done. We would all gain tremendously by seeing effective teachers in action in their own classes and then honestly appraising our own efforts.

There is a further dimension I would like to suggest, and this is not at all in a supervisory situation. If a classroom teacher could be secure enough with his own students, a visiting teacher might feel free enough to comment at some point in the lesson, "I enjoyed your presentation of that point; may I demonstrate a technique I use?" I think that witnessing such professional interchange in which teachers are obviously open to different ways of doing one thing would be an enriching experience for the students.

I believe that the best teacher is the one who interacts with his students and colleagues with great respect and understanding for them. Any program which will

lead us to this deeper concern and respect for others is vitally important. Through intervisitation of classes, both within a school district or system or outside of it, we would deepen our appreciation of other people, become more open to them and their ideas, and grow personally and professionally. I hope, therefore, that such programs will be initiated and that we will take advantage of them.

THE FOREIGN LANGUAGE CHAIRMAN--RELATIONSHIPS WITH THE TOTAL SCHOOL STAFF

Helene Z. Loew, Half Hollow Hills High School, Dix Hills

The smooth and effective operation of the educational program depends upon the total involvement of the teaching staff in all phases of school assignments. The primary responsibility of a chairman is the supervision of his department members in all phases of their subject-area assignments. The chairman aids and advises his department members in the performance of daily assignments.

How does the FL chairman carry out his many roles in the total school program? Let us begin with his cocurricular activities. He engages in cooperative or team-teaching programs in the humanities or culture courses, in Latin American Studies, European Studies, in total immersion programs. He cooperates with the home economics department when FL classes want to use those facilities for foreign cooking or costume making, with the music department when there is a request for foreign-language pronunciation and diction lessons for the chorus repertoire or when a foreign-language group needs musical accompaniment for its dramatic endeavors, with the art department for help with posters and printing or when an FL teacher whose specialty is seventeenth-century Spanish painting can contribute to the art program with a slide-lecture presentation, with the industrial arts department to help with special props and realia, with physical education for dance programs. An extensive list of such cooperative activities is found in the October 1969 issue of Foreign Language Annals. There is cooperation between the school librarians and the FL chairman in selecting books, magazines, and pamphlets for purchase, in using the facilities of the library properly and effectively, in publicizing the acquisition of FL materials throughout the department and encouraging their use. The audio-visual department is essential for the smooth operation of foreign-language classes. We have an obligation to instruct teachers in the proper care of AV materials and equipment. AV personnel cooperate by thorough instruction

in the use of new equipment, such as the videotape recorder. In a strong interdisciplinary approach, especially on the junior high level, there can be almost total cooperation with every department.

A primary target for cooperation and good relationships with other chairmen and staff members, however, should be the guidance personnel. How often does one hear the lamentations of FL chairmen and teachers about decreasing enrollment coupled with the word "guidance?" Offer your services to explain the FL program to guidance personnel early in the academic year and at the time when scheduling begins. Insist that no transfer student be placed in an FL class without testing. This procedure avoids misplacement, rescheduling, and general confusion and relieves the guidance counselor of a decision which he often feels unqualified to make. Insist that no student be dropped from FL courses without your permission, and, if possible, contact the teacher involved and hold an interview with the student to determine his problem. Interview personally those students who are failing in courses designed as "no-fail." Ask to be present during parental interviews where FL will be the subject. This often serves the purpose of "backing" the classroom teacher as well as informing you of potential problems with curriculum and personnel. Should a member of your department misunderstand guidance procedures or decisions, explain, soothe, and, if warranted, seek to change the procedure or decision. Above all, be available at all times to assist guidance personnel and relieve them of problems a FL specialist will be able to handle effectively. Your interest in guidance, your verbal and written praise of their good relationship with the FL department, can lead to better understanding--and increased enrollments!

All these activities, as well as your professional involvement outside the school, should be well publicized through school newspapers, principals' reports to the Board of Education, local papers, and, if noteworthy, in national newspapers

and magazines. Not alone for personal glorification, but for constant evidence of what FL does in the total school program. Electives must emphasize their import today. The FL chairman has a major task to create, implement, and publicize all that is accomplished by his department. He must demonstrate his expertise and decision-making ability whenever called upon. He must be informed and active in his field. He should exude enthusiasm for and knowledge of the latest effective trends in FL. He must have the respect of his immediate administrators, as well as that of his superintendent and his Board of Education.

A chairman must be willing to accept additional administrative duties when called upon. His cooperation with the administration is necessary if he expects to be heeded when he speaks. In many school systems, the "secondary" roles of chairmen are no longer a problem--chairmen are often members of the administrators' association. Perhaps this arrangement was originally only for negotiation purposes, but in this situation familiarity can breed greater respect and, therefore, more decision-making power. The "Principal's Cabinet" is made up of chairmen in many schools--not just assistant principals and deans. Important policy decisions are made there, innovations are initiated; the FL chairman has the opportunity to make his presence known, to express the importance of his discipline, and to test ideas for FL's greater involvement in the total school program. Under these conditions, chairmen are closer to the administration and serve as a liaison between the teaching staff and the principal, an especially important function in these times of stress and alienation. Some of us must soon make the decision, unfortunately, on which side we stand in a time of complete alienation.

However, the above description of chairmen does not apply to a large percentage of New York State teachers. In the recent survey of FL departments by Anthony Papalia (SUNY at Buffalo), published in the March 1971 Language Federation Bulletin, of 100 western New York schools, 33-36% of the FL chairmen

or department heads do not participate in the selection of staff, do not assign teachers to classes, do not evaluate teachers, are not considered when granting a teacher tenure. 84% do prepare budgets, and 93% are responsible for departmental inventories--tasks that require a minimum of decision-making. On Long Island, according to the recent Foreign Language Association of Chairmen and Supervisors survey by Sidney Teitelbaum (East Meadow Public Schools), there are FL supervisors who must teach one to four classes a day and have seven to 40 teachers to supervise. How do they do it, if the title "supervisor" really means supervision?

One can hardly expect uniformity within an area, much less the state or nation. Chairmen can, however, expect increased and positive recognition if they continue to contribute selflessly to the betterment of the local educational program, if they are well-read and confident of their facts when asked to substantiate new ideas, if they are active beyond the local scene. In isolated cases, these procedures may not be effective, but it is hard to imagine that the FL chairman has not gained respect for FL and for his own professionalism when pursuing such a course.

Ask yourself then, chairmen, if you are totally involved in all phases of the FL and of the school program, if you are assisting your department members and inspiring them to be involved, if you are firmly establishing the place of FL as an integral component of students' general education?

THE ROLE OF THE COLLEGE CHAIRMAN: WHAT IT IS AND WHAT IT MIGHT BE

Sister Charles Marie Neat, College of St. Rose, Albany

"The role of the departmental chairman in American higher education has increased significantly since the first college departments were established at Harvard University early in the last century."[1]

These words reflect the present trend today--a trend which emphasizes the increasing importance of the academic department in the college or university, for it is in the department that goals are set, means are determined, standards applied, and rewards dispensed.[2] It is here that many of the decisions which are important to the individual faculty member are made.

Consequently, the college chairman occupies a position of leadership within the organization. The duties of the chairman are manifold, as is evident in the following specific tasks which he must perform:[3]

1. Promote the sound development of his department with due regard for both academic standards and the general welfare of the College as a whole;
2. Meet with the members of his department at least twice each semester during the academic year, appoint a secretary for such meetings, and submit a copy of the minutes to the Academic Dean;
3. Maintain supervision over the quality of instruction given by members of the faculty within his department;
4. Encourage research, publication, and other evidence of scholarly vitality;
5. Assist in the continuing evaluation of departmental personnel and make recommendations regarding reappointment, promotion, and tenure;
6. Aid in the recruitment and orientation of new members of the department;
7. Keep on file current outlines for each course taught in his department and submit one copy to the Academic Dean, updating the file each year with revised outlines and bibliographies;

8. Plan with the members of the department and submit to the Office of Academic Dean, the Registrar, and where applicable, the Graduate Division, course offerings for fall and spring, January term, and summer session;
9. Submit material for the catalog revisions;
10. Provide for the constant updating of library holdings in the fields included in the department and for a review of library requisitions submitted by department members;
11. Admit new majors into his department and provide for their academic guidance;
12. Prepare, with members of the department, an annual departmental budget to be submitted to the Business Manager;
13. Maintain supervision over all departmental expenditures;
14. Be responsible for all departmental equipment;
15. Submit to the Academic Dean an annual departmental report;
16. Attend meetings and conferences;
17. Maintain departmental records;
18. Respond to on- and off-campus inquiries regarding the college program and regulations;
19. Take care of departmental correspondence; [and]
20. Write student recommendations for employment and graduate school.

Thus, in relation to the administration, the department chairman is directly responsible for the operation of his department. Because the chairman makes the initial recommendations for faculty appointment and promotion, and because he is the key figure in administrative relations with the students in such aspects as program planning, course selections, and approval of student petitions, he can support or undermine the policy of the college, exercise effective leadership to aid educational developments and innovations, and form the character of the department.

Nevertheless, the chairman is only a part-time administrator, for teaching, research, and scholarship are his principal interests. Indeed, in most institutions,

the chairman is expected to carry a full teaching load in addition to his administrative duties.

The vital function of the chairman, however, is that of faculty leader whose effectiveness is related to his ability to work in cooperation with the faculty in developing the department's program. It is his responsibility to chair departmental meetings and to further the department's objectives by his contact with the administrative personnel of the college.

Although differences of opinion among the faculty are always a vitalizing agent for the life of the college, the chairman must try to resolve them by rational debate based on critical inquiry. He should not permit this to degenerate into feelings of hostility if it is possible for him to prevent it. Informality, leading to a consensus of opinion, is a procedure which should be employed whenever feasible.

The qualifications requisite for a successful chairman might include such characteristics as discretion, good judgment, patience, an understanding and appreciation of the role of administration in promoting the goals of the college, a willingness to accept administrative responsibility, and a knowledge and vision of his department's discipline and its contributions to the education and formation of the students.

The chairman should realize that in making a major change in thought and habits, time and full communication among the faculty are required. With adequate information, therefore, the faculty can be involved in the necessary procedures through the department meeting. Naturally, participation and well-defined goals lead to better understanding within the department. Each member in the departmental group should be made to feel that he has a unique and individual contribution to make. The chairman promotes this by listening attentively to what each speaker says. Complete and frank sincerity stimulates and enlivens the meeting. Preparing the agenda of the meeting is another duty of the chairman in order to facilitate its smooth and effective operation.

The three roles of higher education, namely (1) to stimulate and direct the student, (2) to discover knowledge through research, and (3) to render public services,

may be served through cooperation and participation at the departmental level, for David Fellman has said that we in higher education live today not only in the Age of the Professor, but also in the Age of the Department.[5] Thus, the department has become the most active, the most significant, and the most intelligible unit of the contemporary university, for the department enjoys a considerable amount of self-determinism, and the general drift is in the direction of more and more.[6]

A possible suggestion which might make the role of the college chairman more produtive and efficacious is increased time for administrative duties. If the teaching load of the chairman were lessened, the chairman would have more time to spend on the departmental tasks which he must assume. A stipend above the chairman's professional salary would also compensate for his additional responsibilities. The employment of a "departmental executive" to relieve the workload of several departments would also increase efficiency and economy in the performance of such administrative work as making the schedule, managing and ordering supplies, and formulating the budget. It would also reduce unnecessary duplication of these duties in the different departments. The "departmental executive-departmental chairman" arrangement, therefore, would free the departmental chairman of managerial details so that he could devote more time to the improvement of instruction, staff relations, student counseling, policy formation, and program development.[7]

Clearly, the effective and meaningful participation which many faculty members experience at the departmental level is a major source of satisfaction for them. Stanley Ikenberry contends, therefore, that it is at the departmental level that college administration may have greater potentiality for development and for the implementation of the ideals of a shared authority and responsibility.[8]

As an incentive to the college chairman, I should like to close with the words of Bardwell L. Smith:

"The growing acceptance in college that modes of learning are myriad can help that community recognize and develop means by which education becomes in fact the love and joy of wisdom."[9]

[1]Charles H. Heimler, "The College Departmental Chairman," Educational Record (Spring 1967), 158.

[2]Stanley O. Ikenberry, "Reconstructing the Governance of Higher Education," AAUP Bulletin (December 1970), 373.

[3]Administrative and Faculty Manual (Albany, N.Y.: College of St. Rose, 1970), pp. 4-5.

[4]Algo D. Henderson, The Innovative Spirit (San Francisco: Jossey-Bass, 1970), p. 234.

[5]"The Academic Community: Who Decides What?" in Whose Goals for American Higher Education?, ed. Charles G. Dobbins and Calvin B.T. Lee (Washington, D.C.: American Council on Education, 1968), p. 115.

[6]Ibid.

[7]Heimler, pp. 162-63.

[8]Op. cit., p. 373.

[9]"Educational Trends in the Seventies," AAUP Bulletin (June 1970), 136.

THE TEACHER-CHAIRMAN RELATIONSHIP: IMPRESSIONS OF THE SITUATION AS IT ACTUALLY EXISTS

Danielle Rapp, Jamesville-Dewitt High School

Last year was my first year teaching high school, and I was pretty typical--eager, inexperienced, overworking, underachieving, and terribly astonished at the amount of work teachers--especially language teachers--had to do. I viewed the department chairman as an awesome individual who was always on top of the situation, yet who could always find time to smile. She was definitely superhuman, and I resigned myself to walking ten paces behind her in the hall. At the end of my conferences with her, I was a perfect picture of Snoopy after appearing before the Head Beagle.

This whole picture is so absurd, however. The department chairman bent over backward to try to make me see her as she saw herself--someone whose task it was to help. Why was I afraid of the "Head Beagle?" A look at the chairman's responsibilities to the teacher and the teacher's responsibilities to the chairman should make things clearer.

Some chairmen see their task as a policing function--checking to see if Miss X is on time, attends all school meetings, and generally abides by the rules. Some chairmen help decide which teachers will get tenure, who deserves merit pay, what classes each teacher will teach, and who will be hired. In order to perform these duties, the chairman must have some way to make judgments. Therefore, either alone or with the help of the administration, he conducts visitations. He must also be available to help teachers with problems and help new teachers through the maze of first-year teaching. However, the most important job is that of a resource leader, someone who is knowledgeable and experienced in the teaching of foreign languages and who is constantly abreast of new developments. (This necessarily requires that a chairman also teach.) He is available (the "open-door policy" college students are demanding); he is ready and willing to help a teacher improve or try

something new. The chairman is experimenting also, developing new teaching strategies and supervising the field testing of new ideas and methods. He needs to be full of ideas and forever open to suggestions on doing things differently and better. Another function of the chairman is that of motivation. "Pep-talks" instead of lectures at department meetings can do a world of good. Teaching is great and exciting, but it's also discouraging and impossible at times. Teachers (as well as students) need to feel encouraged, inspired, and praised. If a person can help a teacher get "pysched-up" again, he has probably done more for the teacher than providing a dozen new teachers' manuals.

You are probably thinking, "All of these responsibilities to the teacher, in addition to budgets, new textbooks, and scheduling! How can one person do all this?" Perhaps the answer would be a secretary or a student helper, as we have been using on a part-time, paid basis this past year. This surely isn't enough, and here teachers enter the picture.

Along with his teaching duties, the teacher also has much paperwork, in addition to correcting papers and writing materials. The chairman's secretarial aide can prove helpful in relieving the teacher so he can be available to help the chairman in areas such as hiring, new teacher orientation, curriculum development, etc.

This aspect of the teacher's responsibility to his chairman is very important, but often neglected. It is nearly always assumed to be the sole responsibility of the chairman to guide, motivate, develop, and provide help. Departments are much like classrooms--improvement doesn't take place only when the leader does a great job, but rather when there's a group effort. Perhaps the image of the team is a better analogy--all members working together to achieve a common goal.

It is also the teacher's responsibility, in conjunction with the chairman, to evaluate his work. Although teachers are the best judge of what is taking place in the classroom, the sole burden of evaluation is placed on the chairman's shoulders.

This brings me to the most significant aspect of my talk: the human side, the relationship that results from all these activities and responsibilities.

Whether a chairman is evaluating, helping, or improving, we always come to the importance of knowing one another in order to perform these duties in a just and informed manner. Chairman must know teacher and teacher must know chairman. There appears to be room for improvement here. Just as rapport in the classroom is important, so is it in the department if the "team" is going to function at its potential. Peer relationships seem to answer this need better than supervisory relationships, because both parties feel that when they have something to offer it will be seriously considered. Of course, this necessarily implies that both parties will freely accept criticism. It is easier to accept criticism from an equal than from someone over or below you. This is frequently difficult for teachers because they often have the feeling their mistakes are being recorded, typed up, and entered in their permanent file to haunt them throughout their careers. It is also difficult for the chairman who sees himself as a "captain" whose authority is being challenged. Under the present arrangement, some chairmen exist who feel threatened by the superior teacher; others enjoy the sense of power their position affords them. Neither of these attitudes would be terribly missed if departments were to be transformed into partnerships.

The main means for the chairman to get to know his department's teachers has been a formal one--classroom visitation. It is therefore an important factor in the teacher-chairman relationship, and is also the chief cause for complaints within a department.

Why the unhappiness over visitation? Evaluation is subjective. There are no clear-cut definitions of what constitutes effective teaching and effective teachers. Therefore, there are no effective tools to aid the observer. Two or three class observations, however, constitute the bulk of the teacher's evaluation for the year.

To compensate for these inadequacies, some chairmen try to visit more often (to the teacher's dismay!), some apologetically tell the teacher they have come only because the school requires it, some try to convince the teacher the visit is good for him, like medicine--bad tasting but beneficial! These attitudes are

all unfair, because they fail to provide the whole truth and because they make the teacher feel as though he is being "watched" so he will not slip up. This doesn't foster individual responsibility leading to professional autonomy.

We've all heard the comment in the teachers' room: "I had a great lesson planned for today, but the observer never showed up and I had to wasteit on the kids." This teacher cares, but he realizes that when he is observed it is his performance that is observed and he must do well. The supervisor cannot know each teacher's students and cannot evaluate their reactions and motivations. The teacher therefore tries to give what he thinks is wanted: a good performance on his part.

Observation thus falls short of what it means to do. It makes teachers nervous and responsible primarily to the supervisor and not to the most important person in the classroom--the student. After all, it is more important how a student reacts to a teacher then how he reacts to a show the teacher is presenting. At the same time, it is difficult to put on an "academy-award performance" every day in anticipation of the supervisor. More important, a performance is a passive activity for the student; learning is not passive, it is active, it's doing.

It is too bad that a good show put on by a "nice guy" may yield a supervisor's endorsement and a roomful of students' entertainment with little of significance taught. Teachers have learned to protect themselves by role-playing, and supervisors have perpetuated it.

My conclusion is, thus, that beneficial observation is impossible by the chairman alone. Good visitations can only occur with the help of the teacher. By this I don't mean a simple, follow-up conference after the visit. Seeing someone sit at the back of the room taking notes on what you're saying and doing and how neat your bulletin board looks can be unnerving. We've begun to try to overcome this by letting the teacher sit at the back of the room with the supervisor. How?--With a videotape machine. A supervisor, who is an outside observer, can help in many ways, but the ultimate, entire picture of teaching can only be achieved by supervisor and teacher working together. Only the teacher really knows the students. With the videotape machine, a television pilot is made of the class to be later viewed and discussed by <u>both</u> teacher and

chairman. I've also found it personally helpful to make a videotape of myself that only I will see. I've picked up some good hints and evaluated myself without pressure of a superior.

Teachers agree that evaluation of student learning is the best path to evaluating the teaching that occurs within a classroom. Why not include all aspects of evaluation by adding the key person in this situation--the student. He will tell it as it is; teachers who have asked him have learned a great deal about themselves. Students are excellent judges of effective and ineffective teaching techniques. They are very explicit as to what constitutes a good lesson and are not in the least hesitant to name the good teachers and the bad ones in their school. In soliciting student aid, I've tried both the informal discussion and the formal questionnaire and have found both successful in their own ways. This student involvement not only helps the teacher-student relationship but also the teacher-chairman relationship, because it lessens some of the burdens of evaluation and places responsibility on more shoulders. This in turn gets rid of the "Head Beagle syndrome" of which I spoke earlier--the teachers' reluctance to go to the chairman. It also makes the teacher more accountable to the student and less to the supervisor, while answering student demands for more involvement in what and how they learn.

This helps the chairman in another way. Instead of wondering how he can possibly conduct the many visitations he feels necessary in order to make a fair evaluation, he can now spend more time being available as an expert consultant.

With added rapport between teacher and chairman, perhaps more use can be made of the chairman's expertise. As it now stands in many places, the chairman's responsibility to the teacher to be available isn't possible to the extent it should be. The chairman has so many other functions tht his time is limited. Often it is with guilt feelings that a teacher goes to his chairman to discuss teaching problems. One feels that the chairman will have to neglect other duties in order to help. Yet this is one of the areas in which the chairman is most qualified and needed.

I've only tried to note a few points in the relationship between teacher and chairman. I think we can agree that the relationship isn't perfect; however, it isn't stagnant either. Schools are trying different approaches to meet their needs. As in everything else, we must constantly reevaluate and strive to improve our relationships. We as teachers, to be most effective for the student--our primary concern--could benefit from a reappraisal of our departmental relationships. When people are regarded as lazy, incompetent, and unmotivated, their self-image begins to fit the mold; but, if a person is treated as a worthwhile individual, he will see himself as such and act accordingly. We as teachers believe this regarding students; I think we ought to extend this practice to teachers as well.